DOCUMENT RESUME

ED 140 426 EA 009 583

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TITLE How Is IGE Doing in the Elementary Schools? A Three-Year Survey of IGE Principals.
INSTITUTION Institute for Development of Educational Activities, Dayton, Ohio.
SPONS AGENCY Charles F. Kettering Foundation, Dayton, Ohio.
PUB DATE Jan 77
NOTE 17p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Academic Achievement; *Administrator Attitudes; Adoption (Ideas); Costs; Elementary Education; *Individualized Instruction; *National Surveys; Principals; Resource Allocations; School Surveys; *Student Behavior; *Teacher Behavior
IDENTIFIERS Individually Guided Education

ABSTRACT

Each year the principals of approximately 1,400 elementary schools participating in the /I/D/E/A Change Program are sent a questionnaire that focuses on the principal's assessment of program implementation and selected effects. This paper summarizes data collected during three school years--1973-74, 1974-75, and 1975-76. The size of the responding group varies from year to year. The summary statements cover such areas as the cost of implementation, verbal and numerical achievement, benefits to be derived from individually guided education, student behavior, and the program's effect on teachers. (Author/IRT)

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How is IGE doing in the elementary schools? A three-year survey of IGE principals...

January 1977

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A Charles F. Kettering Foundation Program

HOW IS IGE DOING IN THE ELEMENTARY SCHOOLS?

A THREE-YEAR SURVEY OF IGE PRINCIPALS

JON S. PADEN

January 1977

Institute for Development of Educational Activities, Inc.

An Affiliate of the Charles F. Kettering Foundation

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Each year the principals of approximately 1400 elementary schools participating in the /I/D/E/A/ Change Program are sent a questionnaire that focuses on program implementation and selected effects to be assessed by the principal. This Staff Paper summarizes data collected during three schools years--1973-74, 1974-75, and the 1975-76 school years.

While some of the principals responded to the questionnaire all three years, the groups are somewhat different from year to year. The percentages reported for the 1973-74 school year are calculated from the responses of 466 principals; the data reported for the 1974-75 school year represent 334 principals, and 419 responded in 1975-76.

The data reported were collected in schools beginning participation in the /I/D/E/A/ Change Program as early as 1970 and as late as 1975.

The decision to participate in this study rested with the Facilitator and the school principal. Using the Principal Questionnaire is an option provided to the Facilitator by /I/D/E/A/. Each fall a sufficient quantity of the questionnaires is sent to the Facilitator to be administered to League principals when the Facilitator feels this type of assessment is appropriate. The principals who participate receive a copy of this Staff Paper for their efforts.

The following summary statements are supported by the principals' responses to the Principals Questionnaire (form PEB-2):

I. IGE IMPLEMENTATION DOES NOT REQUIRE LARGE, INCREASED EXPENDITURES FOR PARTICIPATING SCHOOLS.

Principals were asked to compare their teacher allotments to the allotments of non-IGE schools in their districts:

	1973-74	1974-75	1975-76
1. Our school is given no special consideration because we are participating in IGE.	79%	80%	78%
2. Our teacher allotment is no more than 5% greater as a direct result of implementing IGE.	8%	8%	9%
3. Our teacher allotment is at least 10% greater because they are implementing IGE.	4%	5%	4%
4. The remaining principals did not respond to this question.	9%	7%	9%

Principals were asked to compare their allotments for full-time, paid teacher aides to non-IGE schools in their districts:

	1973-74	1974-75	1975-76
1. Our school has been given no special allotment to support IGE implementation.	53%	53%	60%
2. We are allotted no more than two additional aides.	15%	19%	15%
3. We are allotted no more than four additional aides.	12%	16%	13%
4. We are allotted at least six additional aides.	11%	5%	6%
5. The remaining principals did not respond to this question.	9%	7%	6%

Principals were asked to compare their instructional budgets to those of other schools in their school districts not implementing IGE:

	1973-74	1974-75	1975-76
1. Our school receives no special instructional budget to support IGE implementation.	66%	73%	74%
2. Our school receives no more than 5% increase in budget for implementation purposes.	17%	13%	10%
3. Our school receives no more than 10% additional budget.	3%	3%	5%
4. Our school receives at least 15% higher budgets than non-IGE schools in their districts.	4%	5%	2%
5. The remaining principals did not respond to this question.	10%	6%	9%

Principals were asked how much more their total school budgets are as a direct result of implementing the IGE program:

	1973-74	1974-75	1975-76
1. Our school received special funding this year (such as Title III).	3%	6%	6%

		1973-74	1974-75	1975-76
2.	Our school budget (cost per pupil) is not larger than the budgets of the non-IGE schools.	71%	72%	73%
3.	Our school budget is 1% - 2% larger than non-IGE schools in our district.	9%	8%	5%
4.	Our budget is 3% - 4% larger than non-IGE schools in our district.	2%	2%	2%
5.	Our school budget is 5% - 6% larger than non-IGE schools in our district.	3%	2%	3%
6.	Our school budget is 7% - 8% larger than non-IGE schools in our district.	2%	3%	2%
7.	The remaining principals did not respond to this question.	10%	7%	7%

II. DURING THE 1975-76 SCHOOL YEAR ABOUT ONE OF EVERY FOUR PRINCIPALS REPORTED INCREASED SCORES ON STANDARDIZED ACHIEVEMENT TESTS.

Principals were asked about results of Standardized Achievement Tests they had administered in their schools before and after their involvement in IGE:

Reading and/or Verbal Achievement

		1973-74	1974-75	1975-76
1.	Percent of the principals who report significantly lower standardized test scores during IGE implementation.	0%	.3%	0%
2.	Percent of the principals who say their scores are "significantly higher since IGE implementation."	4%	7%	6%
3.	Percent of the Principals who say their scores are "slightly higher since IGE implementation."	13%	21%	26%
4.	Percent of the principals who say their scores have shown "no significant change."	38%	34%	32%

	1973-74	1974-75	1975-76
5. Percent of principals who report slightly lower scores since IGE implementation.	1%	3%	5%
6. Percent of schools that have not administered Standardized Achievement Tests.	34%	28%	24%

Mathematics and Numerical Achievement

	1973-74	1974-75	1975-76
1. Percent of the principals who say their scores are significantly lower since IGE implementation.	0%	1%	1%
2. Percent of the principals who say their scores are "significantly higher since IGE implementation."	3%	5%	4%
3. Percent of the principals who say their scores are slightly higher since implementing IGE.	12%	18%	24%
4. Percent of the principals who say their has been no significant change.	35%	34%	35%
5. Percent of the principals who indicate their scores are slightly lower since implementing IGE.	2%	4%	4%
6. Percent of the principals who did not administer Standardized Achievement Tests.	34%	29%	26%

III. PRINCIPALS CONTINUE TO IDENTIFY MANY BENEFITS DERIVED FROM IMPLEMENTING IGE.

Principals selected statements they feel are at least partially attributed to their involvement in the IGE program:

	1973-74	1974-75	1975-76
1. The relationships between teachers have been strengthened because the teachers work together more interdependently.	86%	90%	86%

		1973-74	1974-75	1975-76
2.	The focus of our instructional program is on the individual student rather than a group of students.	83%	84%	86%
3.	Teachers are planning together, critiquing, and making suggestions to improve each other's plans.	79%	80%	77%
4.	Teachers are designing learning activities to help students learn to assume more responsibility for planning, doing, and assessing their own learning.	77%	79%	74%
5.	The attitudes of the teachers toward their students are warm and healthy.	74%	76%	81%
6.	The relationships between the school and the parents are very positive.	63%	62%	68%
7.	Teachers feel that what they are doing now is more important than in the past.	63%	62%	58%
8.	Our parents are more involved with teachers and the instructional programs than in any time in the past.	59%	57%	58%
9.	Our school is making better use of parent volunteers.	59%	60%	60%
10.	Students are better able to learn self-discipline in our school now than in any time in the past.	54%	54%	55%
11.	Our school is making better use of resources provided by our local community.	48%	54%	56%
12.	Student vandalism is less frequent in our school.	28%	33%	32%
13.	Student absenteeism is lower.	23%	28%	27%
14.	Teacher absenteeism is lower than it has been in the past.	20%	23%	20%

IV. STUDENTS ARE ACCEPTING RESPONSIBILITIES.

One of the important outcomes of the IGE program is that students will become increasingly more responsible for their own learning. The principals responded to questions dealing with this goal:

1. (97%; 97%; 93;)* of the principals indicate that at least 25% of the students are assuming more responsibility for self-assessment. Of these, (63%; 67%; 58%) said that at least 50% of their students are accepting this responsibility.
2. The principals' responses also indicate that students are systematically planning and evaluating progress toward their educational goals with their teachers (87%; 84%; 79%), their parents (24%; 25%; 21%), and with other students (22%; 21%; 15%).
3. When asked how frequently each student is involved in assessing and analyzing his own progress, (60%; 67%; 68%), of the principals indicate that self-assessment takes place with each unit of study, each learning objective, or each learning activity. (00%; 15%; 14%) did not respond to this question. The remaining principals indicate that self-assessment happens five or less times each year (20%; 18%; 18%).

Principals say that students are now accepting more responsibility for selecting their own objectives and learning activities:

1. (38%; 36%; 24) indicate that most of their students are demonstrating "slightly more responsibility" and (19%; 28%; 9%) indicate that most of their students are now accepting "considerably more responsibility.
2. Few principals (3%; 2%; 0%) responded that "students are assuming less responsibility." (21%; 17%; 17%) indicated most of their students had not changed in this regard.

V. STUDENTS AND TEACHERS ARE ON THE SAME TEAM.

The Principals Report places considerable emphasis on the teacher/advisor and his work with individual students and small groups:

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*When the data for the three years are different they are reported separately--the first figure refers to 1975-76, the second figure refers to 1974-75, and the third figure refers to 1973-74.

1. The most frequent use of the advisor time reported by the principals is in developing student self-concept, in human development, and in developing student/teacher rapport (54%; 55%; 49%).

2. (31%; 37%; 40%) of the principals report that "much time" is spent in assessing student progress and in reporting to parents. Only (13%; 12%; 13%) of the principals indicate advisor time is used for announcements or for study time.

About (76%; 77%; 66%) of the principals say that teachers within their Learning Communities (L.C.) "respond to one another's needs and trust one another's motives" and have open communication.

The relationships among students are also quite positive.

1. About half of the principals report that students "usually respond to one another's needs, trust one another's motives and abilities, and have open communications."

2. Only (2%; 3%; 4%) of the principals reported these relationships are "negative." The remaining principals indicate the present relationships are "somewhat" positive (approximately 50%).

The principals indicate a special effort to involve parents in the implementation of IGE.

1. Approximately (85%; 86%; 70%) of the principals say "at least 40% of the parents" are aware of Individually Guided Education.

2. (31%; 34%; 30%) of the principals report at least 60% of the parents "are giving positive vocal support" to this program, while only (1%; 3%; 2%) of the principals indicate that 21% or more of their parents are "vocally negative toward IGE."

VI. STUDENTS' LEARNING PROGRAMS ARE PERSONAL: THEY ARE LEARNING HOW TO LEARN.

While more complete information will be available from the Teachers' Questionnaires regarding details of the learning programs, the principals were asked to comment on the way teachers use information about students in designing individualized learning programs and the degree to which they perceive their teachers accommodating the different mode and media preferences of the students.

	1973-74	1974-75	1975-76
1. Percent of principals who indicate that student information is being systematically gathered and used in designing learning programs.	65%	69%	71%
2. Percent of principals who say teachers are providing at least two activity options for each objective that use different modes and media.	80%	87%	86%
3. Percent of the principals who indicate they at least partially attribute the focus of their instructional program on the individual student to their involvement in the IGE program.	83%	84%	86%
4. Percent of the principals who say IGE helped their students learn to assume more responsibility for planning, doing, and assessing their own learning.	77%	79%	74%

Principals report that teachers are now using several criteria when they select learning activities for individual students:

	1973-74	1974-75	1975-76
- peer relationships	69%	73%	73%
- achievements	91%	93%	92%
- student learning styles	78%	82%	83%
- interest in subject areas	71%	78%	78%
- student self-concept	59%	69%	71%

VII. TEACHERS WORK TOGETHER, PLAN TOGETHER, AND IMPROVE TOGETHER.

Decisions about use of facilities, use of materials, grouping students, and scheduling teachers within their teams are made jointly by the principals and the teachers, according to 50% of the principals.

1. About (20%, 19%; 20%) of the principals felt that the teachers made these decisions most of the time and felt the teachers within each Learning Community had been fully responsible for making these decisions.

2. The broad instructional goals emphasized by the L.C.s are selected most frequently by the teachers in each L.C. (36%; 43%; 33%) or by the Program Improvement Council (22%; 19%; 25%).

3. (19%; 20%; 16%) of the principals indicated broad goals are not selected, they are determined by the school's curriculum materials or they are determined by the textbooks that are in use.

4. (23%; 17%; 24%) of the principals did not comment on this item.

About 40% of the principals report that students are accepting considerably more responsibility for selecting their objectives, learning activities, and accepting responsibility for learning. About 6% report their students are accepting less responsibility for their learning.

Peer observation is an informal process in most schools.

1. (30%; 29%; 29%) of the principals report their schools use planned peer observations to critique and improve teacher performance.

2. (71%; 67%; 67%) use informal peer observation for critiquing and teacher improvement.

The performance of teachers is only critiqued informally in most schools.

1. (65%; 63%; 59%) of the principals indicate they do "not yet" use planned observations by teachers within each L.C.

2. (71%; 67%; 59%) of the principals indicate they are using informal observations "at least once during the school year".

3. (48%; 40%; 38%) of the schools use "student feedback instruments".

4. (70%; 65%; 58%) of the schools used "discussions with students as techni[illegible]s for continuous improvement.

5. (19%; 20%; 13%) of the principals indicate they have invited teachers from other schools within their Leagues to visit and critique the performance of L.C. teachers.

VIII. SCHOOL DECISIONS ARE SHARED WITH TEACHERS.

Principals report that the PICs are functioning and the educational goals of the schools have continuity and consistency with the goals adopted by their school system.

1. (84%; 82%; 94%) indicate they have a PIC in operation (10% omitted this item), and it formulates school-wide policies and resolves problems which involve two or more L.C.s.

2. (78%; 78%; 80%) of the principals also indicate that school-wide in-service programs are coordinated by the PIC. (However, 94% of the principals say students are not yet members.)

3. (66%; 64%; 63%) of the principals indicate their PICs improve the way their members work together by critiquing their operational processes periodically.

IX. THE LEAGUE IS HELPFUL.

Principals indicate League functions are becoming somewhat more active than they have been in previous years.

1. (38%; 42%; 39%) of them indicate their Leagues have coordinated staff interchanges for the purpose of alleviating problems within their schools.

2. The Leagues have also been a source of consultant help to (71%; 77%; 75%) of the schools and to the L.C.s.

X. DISCUSSION

The general trends reported in this Staff Paper are consistently favorable. The responses are very positive; with few exceptions, the attitudes expressed in 1975-76 are more positive than those collected during the 1973-74 and 1974-75 school year responses.

These ten generalizations are supported by the principals' responses reported in this study:

1. Most IGE principals report that their school budgets are no larger than the budgets for non-IGE schools in their districts.

2. Approximately three out of every ten principals report "slightly higher" or "significantly higher" scores in reading and/or verbal achievement during the 1975-76 school year.

3. Approximately one out of every four principals reports "slightly higher" or "significantly higher" mathematics achievement scores.

4. Principals responses about achievement scores are more positive for 1975-76 than they were for 1973-74 and 1974-75. However, no year did more than two principals out of three hundred report a "significant decrease" in achievement scores.

5. About one of every three principals reports less frequent student vandalism. They at least partially attribute this change to their involvement with IGE.

6. About one of every four principals report lower student absence rates. They attribute this improvement at least partially to their involvement with IGE.

7. About one of every five principals reports fewer teacher absences which they attribute, at least partially, to their involvement in IGE.

8. Most principals report increased involvement of students in planning for their own learning and their greater acceptance of the responsibilities that accompany this involvement.

9. Most principals report greater involvement of the teachers in issues that affect their roles.

10. Most principals report increased use of the League concept to provide support and stability to implementation.

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How you can get the |I|D|E|A| Change Program into your school

The |I|D|E|A| Change Program for IGE was completed first for elementary schools with youngsters of ages 5 to 12. After refinement of the Change Program for IGE at the elementary level, |I|D|E|A| developed similar programs for the middle and junior high school level (ages 10-15) and senior high school level (ages 14-19).

In 1976 more than 1,400 elementary schools in 39 states and over 47 American-sponsored overseas schools were implementing some phase of the IGE program. Pilot Leagues of middle and junior high schools started during the 1973-74 school year and senior high schools began working toward IGE implementation in the 1975-76 school year.

The |I|D|E|A| Change Program is available to schools through cooperating colleges and universities, state education agencies, central offices of school districts, and other institutions. You can request a list of the institutions currently participating in the Change Program from |I|D|E|A|. If your school is within the service area of a participating agency and you are interested in the program, please contact the appropriate institution. Other schools should encourage an appropriate agency to contact |I|D|E|A| about Program details. Institutions wishing to become an Intermediate Agency should also contact |I|D|E|A| at 5335 Far Hills Avenue, Dayton, Ohio 45429.

IGE programs were completed first for elementary schools . . .

. . . and are now being introduced to middle-junior high and high schools.